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ABSTRACT

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with practicing good work habits. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) maintaining regular attendance (being punctual and dependable); (2) being thorough and diligent (completing tasks willingly and on time, being persistent and persevering, and maintaining professional knowledge); and (3) following safety practices (identifying and following general safety rules, operating equipment safely, and identifying and demonstrating first aid techniques). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

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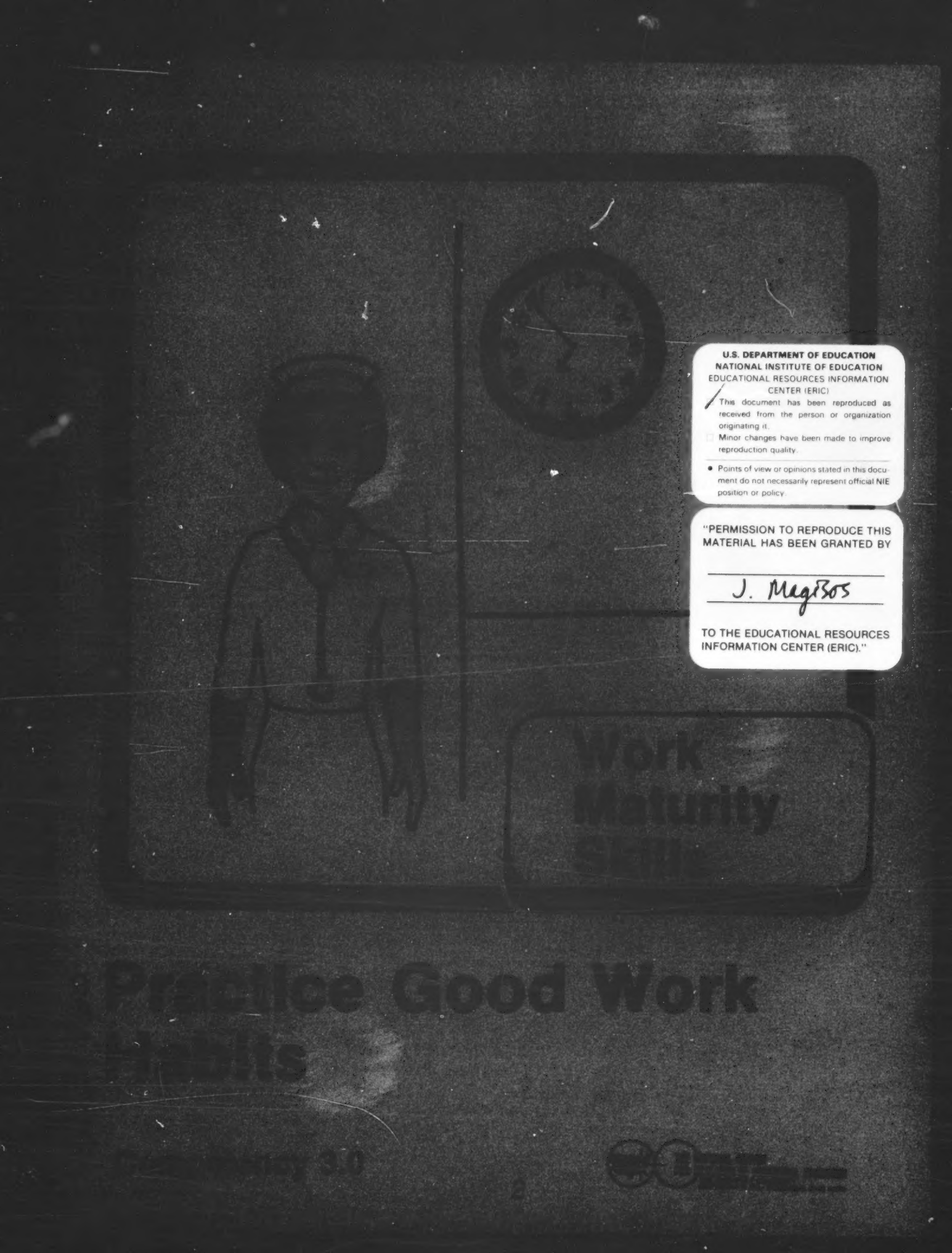

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COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.01: Maintain Regular Attendance

OPERATIONAL UNIT 3.01A: Be Punctual

Performance Objective: *Given a time to report to work, the learner will be able to be on time 100% of the time.*

STEP 1. Find out the time you must report to work.

a. Talk with your instructor. (Talk with your supervisor, too, if you are employed.) Ask for the time you are to report to work. Try to report to work at least 15 minutes before the scheduled starting time.

b. Write the hours on Worksheet 3.01A. Note if they are different each day.

c. Post a copy of your schedule in your bedroom. Check it before you set your alarm each night.

STEP 2. Make arrangements for children.

a. Find a responsible person or agency to care for any children.

b. Set a time for the child or children to arrive at the child care site. Or set a time for a child care person to arrive at your home.

STEP 3. Make arrangements for transportation.

a. Find one type of transportation you can use (e.g., car, bus, or train). Record it on Worksheet 3.01A.

b. Find another type of transportation you might use. Sometimes the first choice is not possible. (For example, your car may not start.) Record the name on Worksheet 3.01A.

c. Get any facts or items you need. (For example, get a bus schedule, facts about where the bus stops, or a train schedule.)

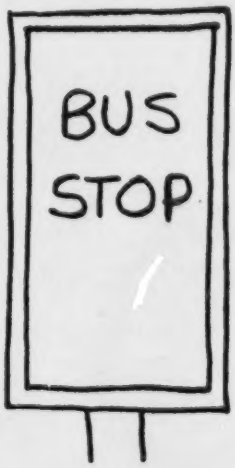
d. If you share a car with other people, find out when you can use it.

STEP 4. Determine the amount of time you need to travel by car.

a. Find out the amount of time it takes to get to work. Find this for each type of transportation you chose. Add time for parking. Add ten extra minutes so you can arrive early. Record these facts on Worksheet 3.01A.

c. Add time for unexpected delays, such as snow or heavy traffic. Record this time on the worksheet.

d. Add time if you must drive to a child care site. Record this time on the worksheet.



e. Find the total time. Add the numbers you wrote on Worksheet 3.01A.

f. Find your departure time. Subtract your total travel time from the starting time. Write this time under Departure on the worksheet. This is the time you must leave for work.

STEP 5. Determine the time you need to travel by bus or train.

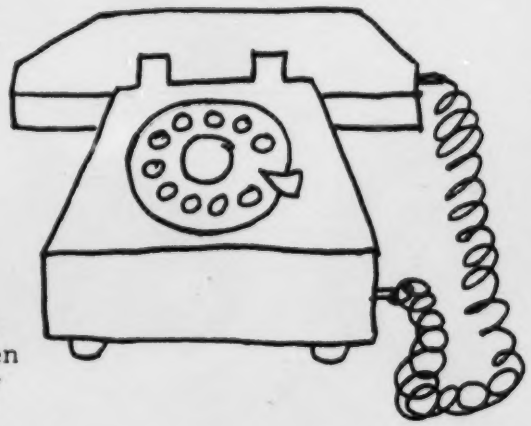
a. Look at the amount of time you need for transportation. Look at Worksheet 3.01A.

b. Find out which bus or train will get you to work on time. (Allow ten extra minutes so you can arrive early.) Check the bus or train schedules. Record this time on Worksheet 3.01A under Schedule.

c. Allow extra time if you must walk or drive to a bus or train stop. Record under Extra Time.

d. Record your departure time on the worksheet. Subtract Extra Time from Schedule time. This is the time you must leave for work. Write this time on the worksheet.

STEP 6. Advise your instructor (and supervisor) if you are delayed.



a. Telephone your instructor (and supervisor) if you think you will be late.

b. Explain the problem.

c. State when you will arrive.

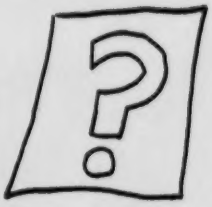
d. Avoid being late in the future. Plan ahead so it will not happen again. Employers are not happy with workers who are often late for work.

STEP 7. Arrive at work on time.

a. Record the time you report to work each day. Write the time you get to this training program. Write the time you get to your job if you have one.

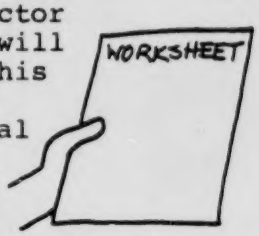
b. Correct any problems that cause you to be late.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to the instructor for evaluation. Your instructor will observe your punctuality during this training program. He or she will contact you if you are not punctual for this program.



Then, rate yourself on the evaluation checklist. Ask your instructor to rate you.

WORKSHEET 3.01A

Starting Time _____ a.m. or p.m.

Type of Transportation	Travel Time	Schedule	Extra Time	Departure Time
1.				
Total	_____			
2.				
Total	_____			

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.01: Maintain Regular Attendance

OPERATIONAL UNIT 3.01A: Be Punctual

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Find out the time you must report to work?	☐
☐	2. Make arrangements for children? child care?	☐
☐	3. Make arrangements for transportation?	☐
☐	4. Determine the amount of time you need to travel by car?	☐
☐	5. Determine the time you need to travel by bus or train?	☐
☐	6. Determine the times you must leave your home?	☐
☐	7. Advise your instructor if you are delayed?	☐
☐	8. Arrive on time each day for the training program?	☐

Instructor_____

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.01: Maintain Regular Attendance

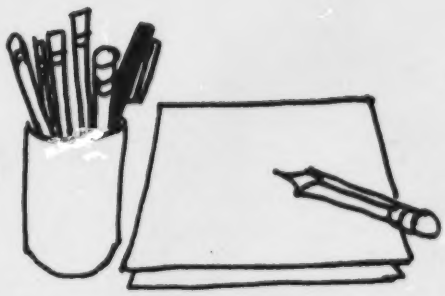
OPERATIONAL UNIT 3.01B: Be Dependable

Performance Objective: *Given a work environment, the learner will be able to exhibit dependable behavior to the satisfaction of the instructor.*

STEP 1. Be ready to work at the starting time.

a. If you need extra time after arrival, plan for it. Arrive early.

b. Avoid visiting with other workers. Wait until lunch time or rest break.



STEP 2. Be absent only for valid reasons.

a. Find out reasons for which you may be absent...your illness? death in the family? paternity or maternity leave? doctor appointments?

b. Find out company rules about absences. Find out rules about absences from this training program.

c. When absent, present an acteptable excuse as soon as you return to work.

STEP 3. Let other workers know when you leave your work station.

a. Tell your instructor, secretary, or a co-worker where you can be reached.

b. Tell appropriate personnel when you will return.

STEP 4. Get permission ahead of time for late arrival.

a. If you know you will be late some morning, plan ahead. Get permission from your instructor or supervisor ahead of time.

b. Explain your reasons for arriving late. Don't plan to arrive late often.

STEP 5. Take breaks only at approved times.

a. Do not leave your work area early for lunch and/or rest breaks.

b. Take only the amount of time allotted. Return to your work area at the specified time. Do this even if other employees don't.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.01: Maintain Regular Attendance

OPERATIONAL UNIT 3.01B: Be Dependable

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Begin work at starting time?	☐
☐	2.	Have valid reasons for any absences?	☐
☐	3.	Let other workers know when you left your work station?	☐
☐	4.	Get permission ahead of time for late arrival?	☐
☐	5.	Take breaks at and within approved times?	☐

Instructor_____

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.02: Be Thorough and Diligent

OPERATIONAL UNIT 3.02A: Complete Tasks Willingly and On Time

Performance Objective: *Given a list of tasks,*

the learner will be able to organize and perform tasks so that they are completed on time

to the satisfaction of the instructor.

STEP 1. Set goals and objectives.

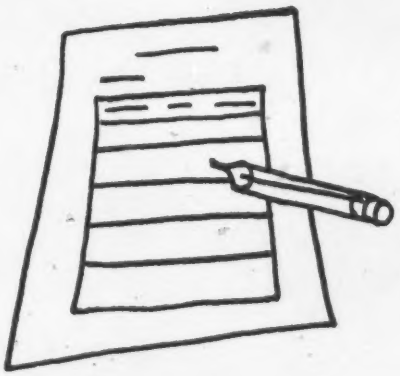
a. Find out and list current tasks. Talk with your supervisor and/or instructor. Write your list on Part 1 of Worksheet 3.02A.

b. Make a list of your goals and objectives for each task you must do.

Goals: What you want to do.

Objectives: How you will do it.

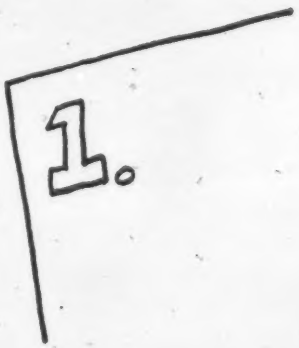
Ask your supervisor or instructor for help if necessary.



STEP 2. Set priorities.

a. Ask your supervisor and/or instructor to tell you your deadlines. List them on the worksheet.

b. Determine the order in which tasks should be done. If confused, ask your supervisor or instructor. Make sure you know his or her wishes.



c. Determine how much time you have to complete Task #1. (See the worksheet.)

d. Number the tasks on your worksheet. Use No. 1 for the most important and immediate task.

STEP 3. Manage time and resources effectively.

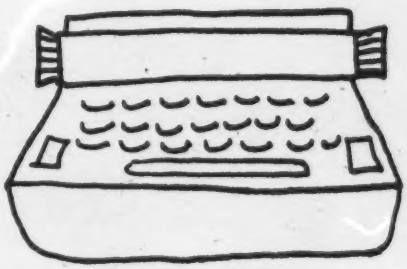
a. Plan how much time it will take you to do the task.

b. Find out if there are better or faster ways to complete the tasks. Talk with your supervisor, instructor, or other workers.

c. Do you foresee any problems? Discuss them with your supervisor or instructor. Do this immediately! It is important to plan ahead!

For example:

John has three days to type a lengthy report. The report has lots of charts. John thinks it will take five days to type the report. That is two days more than he has. So, John talks with his supervisor. Together they decide the following:



1. John will type everything <u>but</u> the charts.

2. Another typist will type the charts.

Knowing about problems early makes it easier to solve them. In this case, the supervisor had time to act. He could find another person to type the charts. If John had not spoken up, the report would have been late.

STEP 4. Work under pressure when necessary.

a. Find ways to relax tensions. Read Part A of Information Sheet 3.02A.

b. Find ways to renew energy. Read Part B of Information Sheet 3.02A.

c. List four steps each you might take to relax tensions and renew energy. Write your list on Part 2 of Worksheet 3.02A.

d. Follow these steps when you are under pressure to complete a task.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 3.02A

Part A

Stress is common to many jobs. When people are under stress, they feel tense. There are several ways to relieve the tension caused by stress. Some are listed below.

Exercise: Exercise can relax tightened muscles. It can provide a mental break from problems. For example, a person who is playing tennis is thinking about the game . . . not work. He or she is relaxing tightened muscles by using them.

Express feelings: Don't keep your feelings hidden. Admit them. Say, I'm so frustrated! But express your feelings in a nice way. Don't hurt the feelings of other people.

Meditate: Sit in a quiet place. Sit on a chair with feet on the floor. Relax. Let your mind wander to pleasant thoughts. Think of a peaceful, relaxing scene. Imagine yourself in that scene. For example, think of sitting alongside a peaceful stream. Imagine the quiet. Picture the sunbeams coming through the trees.

Part B

There are several things you can do to renew energy during the work day.

1. Eat a high-protein snack. A hard-boiled egg or a piece of cheese will provide the fuel your body needs to get it going again. The natural sugar in fruit provides another pick-me-up.

2. Exercise. Take a brisk walk during lunch. Take the stairs instead of the elevator to reach another floor. Follow a regular physical fitness program.

3. Stretch. Relieve tired or tense muscles. Stretch to reach a shelf. Bend to pick up a book or some papers.

4. Develop interests. Do things you enjoy. Talk about them. People who are enjoying life have more energy.

Read about other habits that promote physical fitness and increase energy level. Read Operational Unit 1.02B. 17

WORKSHEET 3.02A

Part 1

Current Tasks	Goals	Objectives	Deadline

Part 2

List four steps you could take to relax tensions.

1.

2.

3.

4.

List four steps you could take to renew your energy.

1.

2.

3.

4.

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.02: Be Thorough and Diligent

OPERATIONAL UNIT 3.02A: Complete Tasks Willingly and On Time

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Set goals and objectives for each task?	☐
☐	2. Set priorities?	☐
☐	3. Manage time and resources effectively?	☐
☐	4. Follow steps to relax tensions and renew energy?	☐

Instructor _____

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.02: Be Thorough and Diligent

OPERATIONAL UNIT 3.02B: **Be Persistent and Persevering**

Performance Objective: *Given definite work hours, the learner will be able to work productively to the satisfaction of the instructor.*

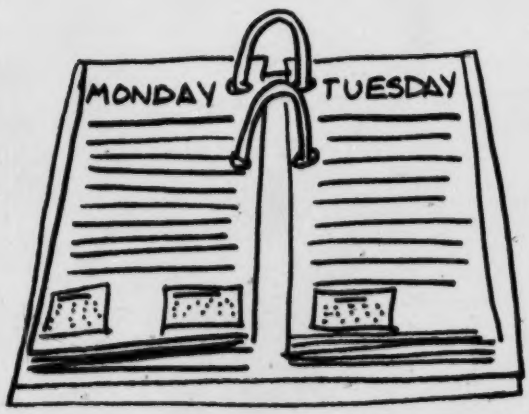
STEP 1. Complete tasks as outlined.

a. List the work you will do in the training program during the next three days.

b. Do the tasks you outlined for each day. Don't make excuses for avoiding work. Don't put off doing something.

c. Get help if you need it. Ask your instructor or supervisor, if necessary.

d. Check off each task item as you do it.



STEP 2. Use slack time productively.

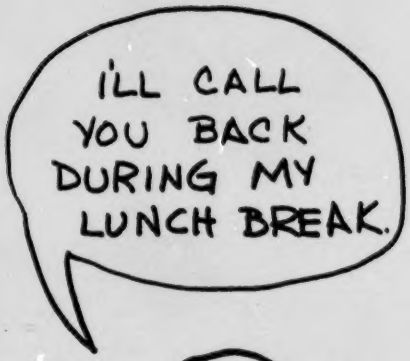
a. Make a list of things you could do if you had extra time. List things you could do in this program . . . or at work. Don't be idle. What you do here will carry over to your job.

For example: You could . . .

review operational units,
do more units,

organize tool box,
catch up on filing.

b. Check off each extra task as you do it.



STEP 3. Avoid activities that are not related to work.

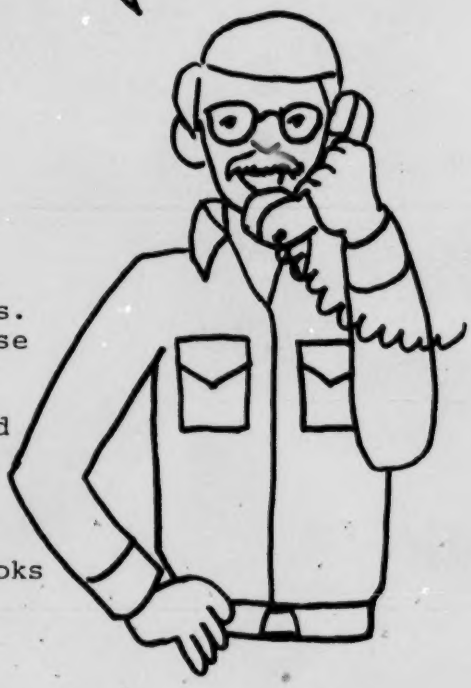
a. Avoid personal calls. If friends call you, say you will return their calls after work.

b. Avoid chatting with co-workers. Limit your personal talks. Use break times and lunch times.

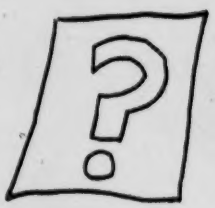
c. Avoid taking extra or extended breaks.

d. Avoid eating when on the job.

e. Avoid reading magazines or books that are not work related.



NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.02: Be Thorough and Diligent

OPERATIONAL UNIT 3.02B: Be Persistent and Persevering

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Complete tasks as outlined?	☐
☐	2. Use slack time productively?	☐
☐	3. Avoid activities that are not related to work?	☐

Instructor_____

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.02: Be Thorough and Diligent

OPERATIONAL UNIT 3.02C: **Maintain Professional Knowledge**

Performance Objective: *Given a field of work,*

the learner will be able to practice four strategies for professional development

to the satisfaction of the instructor.

STEP 1. Read articles that relate to your work.

a. Find out the names of magazines and journals that address your field of work. List them on Part 1 of Worksheet 3.02C.

b. Find the publications in the library. Or subscribe to them.

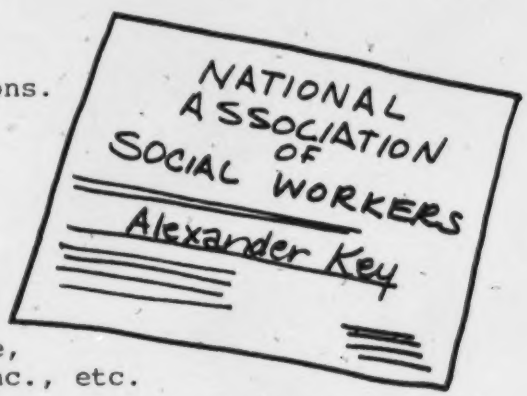
c. Read about current developments in your field of work.

STEP 2. Join professional organizations.

a. Find out the professional organization for your field of work.

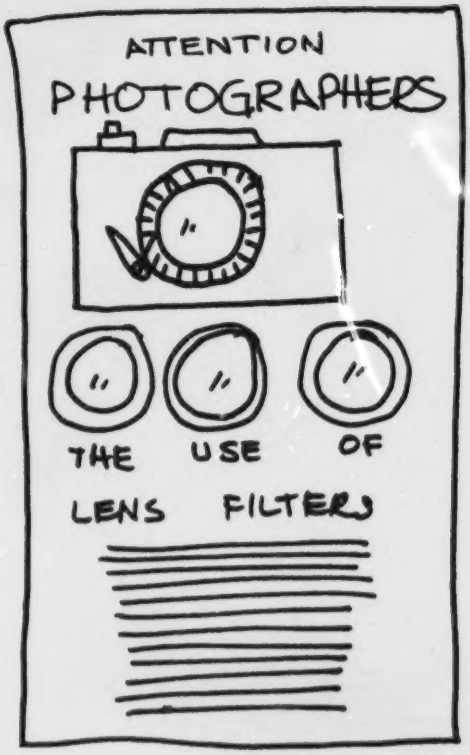
For example, consider local chapters of the

American Concrete Institute, Professional Secretaries Inc., etc.



b. Find out what the local chapter does at its meetings. Write a paragraph on Part 2 of the worksheet.

c. Contact a member of the organization. Find out how you can join.



STEP 3. Attend special training programs when offered.

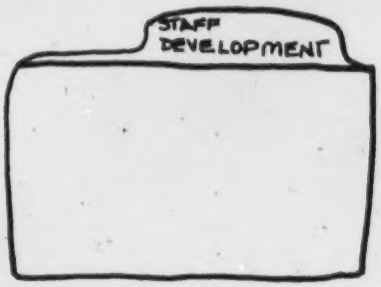
a. Find out what training programs are offered in your area.

b. Determine if any would help you to improve your skills.

c. Enroll in programs that will help you in your career.

d. Schedule time to attend the program.

STEP 4. Attend staff development programs.



a. Note when special programs are given at your work.

b. Ask your supervisor for permission to attend.

c. Attend the programs. Take notes.

d. Keep the notes in a special file. Make sure you can find them if or when you need them.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

WORKSHEET 3.02C

Part 1

List magazines and journals that address your field of work.

Part 2

Write the name of one professional organization below. Describe the organization's purpose. Tell what occurs at the meetings.

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.02: Be Thorough and Diligent

OPERATIONAL UNIT 3.02C: Maintain Professional Knowledge

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Read articles that relate to your work?	☐
☐	2. Look into joining professional organizations?	☐
☐	3. Plan to attend special training programs when offered?	☐
☐	4. Plan to attend staff development programs?	☐

Instructor_____

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.03: Follow Safety Practices

OPERATIONAL UNIT 3.03A: Identify and Follow General Safety Rules

Performance Objective: *Given lists of safety rules, the learner will be able to identify ten personally relevant rules for safety and identify and correct eight safety hazards to the satisfaction of the instructor.*

STEP 1. Identify rules for personal safety and protection.

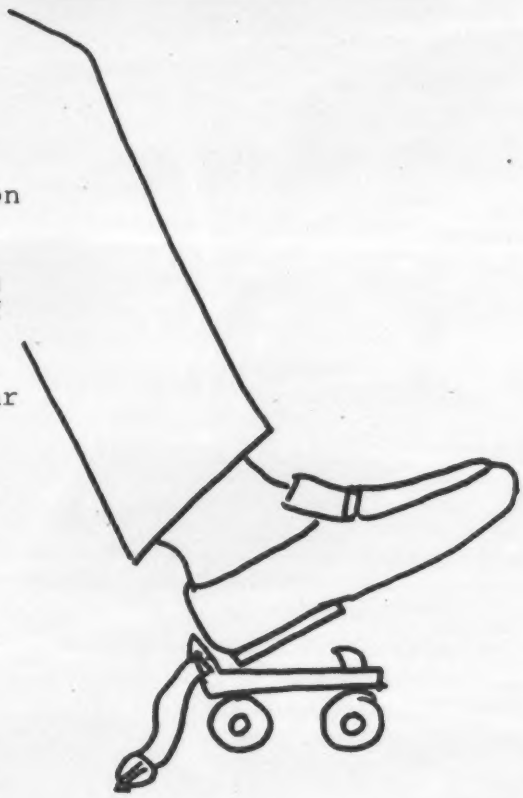
a. Read some safety rules about work attire. The rules are listed on Part A of Information Sheet 3.03A.

b. Discuss the importance of each rule. Think about the kind of work you do or want to do. Talk with other participants. Talk with people who do similar work.

c. List at least five rules for personal safety. Explain why each rule is important. Do Part 1 of Worksheet 3.03A.

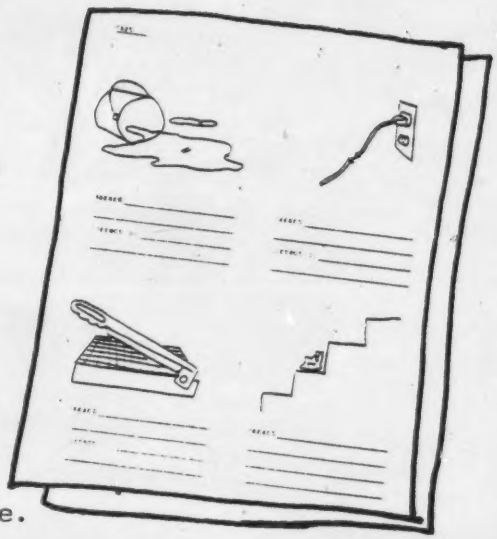
STEP 2. Identify general housekeeping rules.

a. Read some safety rules about housekeeping. Read Part B of Information Sheet 3.03A.



b. Discuss reasons why each rule is important. Talk with other participants. Discuss your experiences.

c. List the five rules that are most important for you to follow. Explain why each rule is important. Do Part 2 of Worksheet 3.03A.



STEP 3. Identify and correct safety hazards in the work place.

a. Look at the work conditions shown on Part 3 of Worksheet 3.03A.

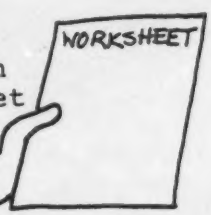
b. Find the hazard in each picture.

c. List the hazard under the picture.

d. Describe how to correct the hazard. Complete Part 3 of the worksheet.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.



Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 3.03A

Safety is based on knowledge and skill. Workers must know about the safest ways to perform work. They must practice working carefully. They must follow rules.

But there is one more thing that is important. It is attitude! Workers must believe in the importance of safety. They must be willing to give time and effort to find the safest ways to do their work.

Following are some rules for you to think about. Read them. Think about how they fit into the work you do or want to do.

Part A: Work Attire

Clothing

1. Keep clothes close to your body. Loose clothing can get caught in moving equipment.

   a. Keep shirts and jackets buttoned.
   b. Keep sleeves buttoned or rolled up.
   c. Wear fitted pants or skirts.

2. Avoid wearing jewelry.

   a. Don't wear dangling bracelets and watches around equipment.
   b. Don't wear rings when operating equipment.

Shoes

1. Wear low, comfortable heels. They are safer for walking up and down stairs.

2. Wear sturdy, thick soles to protect feet from nails and other hazards.

Headgear

1. Wear hats that provide protection from the sun.

2. Wear bands or hats to keep hair from eyes.

Protective Equipment

1. Wear safety glasses. They protect eyes from harmful debris and liquids.

2. Wear safety shoes and boots. They protect feet from falling objects, harmful liquids, or materials like nails, glass, etc.

3. Wear hard hats to protect head from falling objects.

4. Wear safety gloves to protect hands from harmful substances.

Part B: General Housekeeping Rules

1. Place tools, materials, substances, etc. in correct places.

2. Put rubbish and scrap in containers.

3. Wipe up spills immediately.

4. Keep floors free of dirt and trash.

5. Keep poisons in a locked cabinet.

6. Keep electrical cords out of traffic areas.

7. Keep electrical cords in good condition (no frayed ends).

8. Avoid using rugs that slide.

WORKSHEET 3.03A

Part 1

List five rules for personal safety. List rules you should follow in the work you do . . . or in the work you want to do. Explain why each rule is important.

1.

2.

3.

4.

5.

Part 2

List five housekeeping rules for safety. List ones that are most important in the work you do or want to do. Explain why each rule is important.

1.

2.

3.

4.

5.

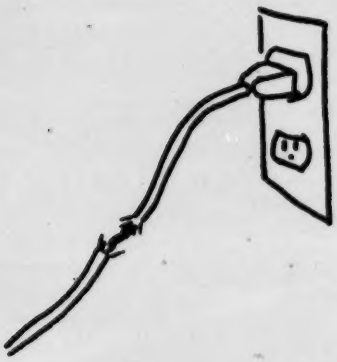
Part 3

Hazard_____

_____

Correct by_____

_____



Hazard_____

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Correct by_____

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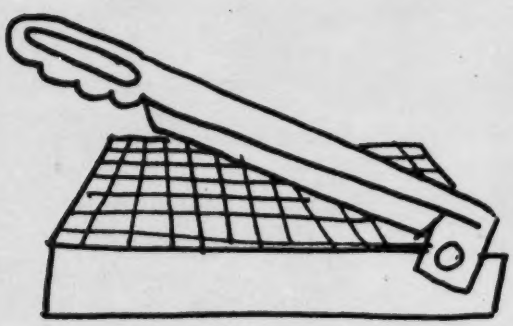

Hazard_____

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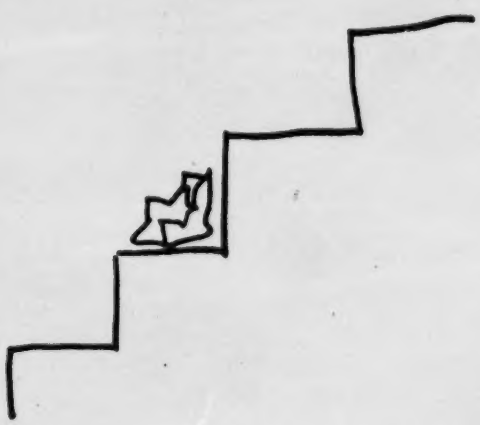

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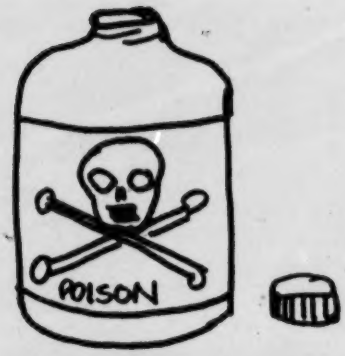

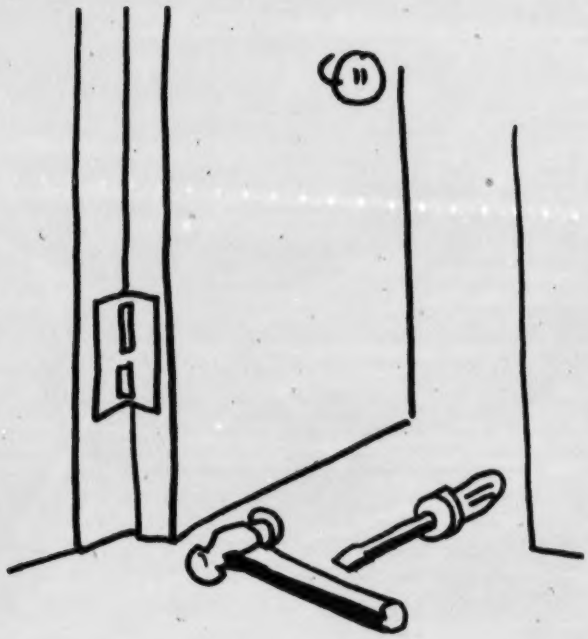

Hazard_____

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Correct by_____

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Hazard_____

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Correct by_____

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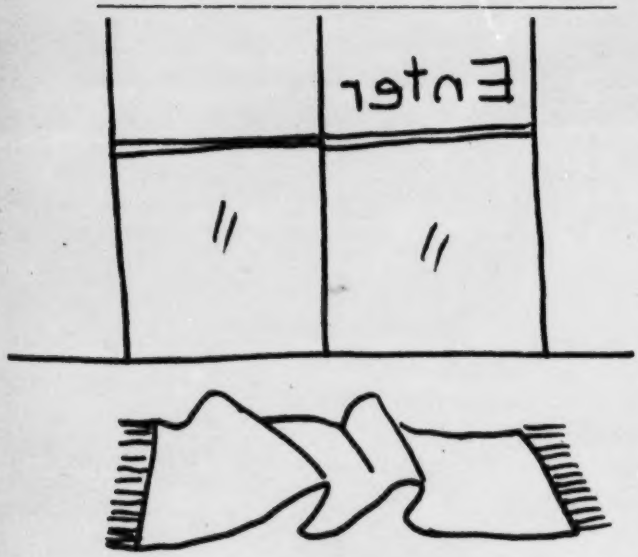

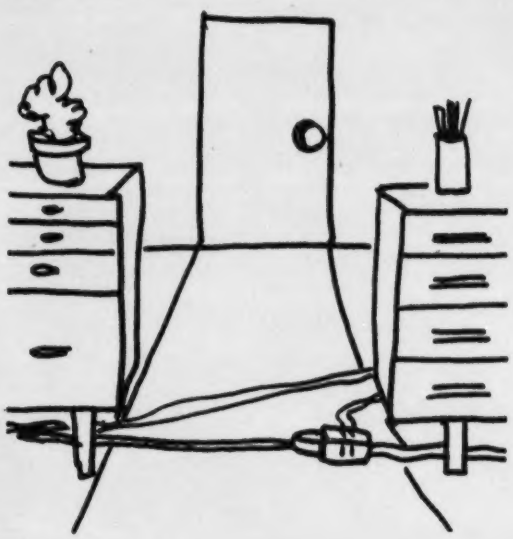

Hazard_____

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Correct by_____

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Hazard_____

_____

Correct by_____

_____

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.03: Follow Safety Practices

OPERATIONAL UNIT 3.03A: Identify and Follow General Safety Rules

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify rules for personal safety and protection?	☐
☐	2. Identify general housekeeping	☐
☐	3. Identify and correct safety hazards in the work place?	☐

Instructor_____

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.03: Follow Safety Practices

OPERATIONAL UNIT 3.03B: Operate Equipment Safely

Performance Objective: *Given a work situation,*

the learner will be able to demonstrate safe and proper operation of tools and machines

to the satisfaction of the instructor.

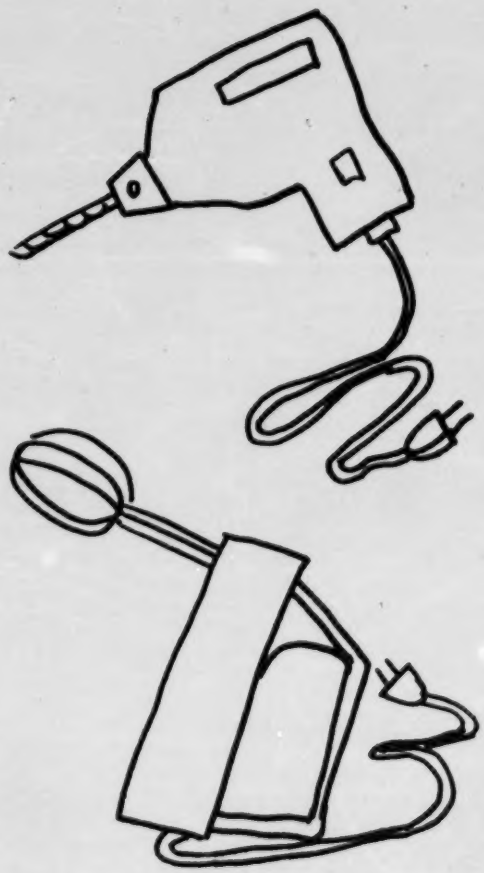
STEP 1. Find out the safe and proper way to use power tools and machines.

a. List each piece of equipment you use in your work. Or list the equipment you would use in any one job. Keep your lists in a notebook.

b. Find an operating manual for each piece of equipment. Ask your instructor to help you locate the ones you need.

c. Read the manuals. Refer to the tools and machines as you read. Do this even if you have used a machine or tool for years. It is easy to pick up bad habits.

d. Watch a qualified person give a demonstration. Ask your supervisor to assign a person to show you how to use the equipment safely. Or ask your instructor to make plans for you to visit a training site. There you can watch a person at work.



e. Take notes. They will help you remember important facts. Keep your notes in the notebook.

STEP 2. Find out the safe and proper way to use hand tools.

a. Find and read the instruction manual for each hand tool.

b. Watch a qualified person give a demonstration. Ask him or her to show you the proper way to hold and use each tool.

c. Take notes. Keep these notes in your notebook, too.

STEP 3. Make a list of rules for safe use of equipment.

a. Review the things you read and observed in STEPs 1 and 2.

b. Read the list of rules on Information Sheet 3.03B.

c. List at least ten safety rules you would follow in a job.

STEP 4. Identify and get any protective equipment needed in your job.

a. Ask your supervisor for a list of protective equipment you need. For example,

safety glasses
safety shoes and boots
safety gloves
hard hats

b. Write the list in your notebook.

c. Find out if you must purchase the equipment. Sometimes the employer provides such equipment.

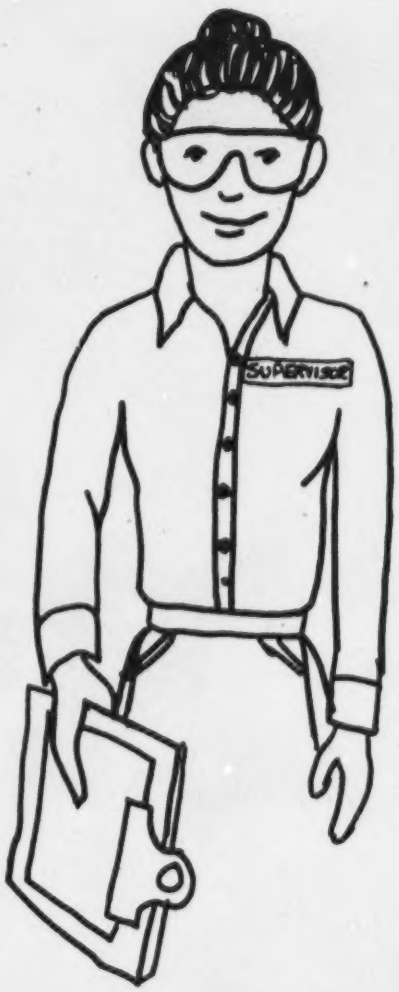
STEP 5. Identify and avoid wearing unsafe clothing.

a. List any clothing that would not be safe to wear in your job. For example: Don't wear loose clothing around moving equipment.

b. List the kinds of shoes that should not be worn. For example: Don't wear very high heels if you must go up and down stairs frequently.

Put the lists in your notebook.

STEP 6. Practice using the tools and machines safely while under supervision.



a. Ask a worker to supervise you as you work. Visit a training site if you are not employed. Ask for permission to use the equipment.

b. Wear correct clothes, protective equipment.

c. Listen to any instructions that are given.

d. Concentrate on what you are doing. Try to remember how to do each step.

e. Add notes to your notebook.

STEP 7. Demonstrate safe and proper use of equipment on the job.

a. Review the notes in your notebook.

b. Ask someone to supervise your work. Ask him or her to look at the way you dress. Ask him or her to watch the way you use and operate equipment.

c. Follow any suggestions that are given.

d. Use equipment properly and safely as you do your work.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 3.03B

Following are some rules for the safe use of equipment. Add other rules to this list. Talk with your instructor. Talk with other participants. Talk with people who work in similar jobs. Get their ideas.

Hand Tools

1. Select the correct size and type of tool.
2. Make sure the tool is sharp and properly adjusted.
3. Get proper instruction before using a tool.
4. Carry tools with pointed parts facing downward.
5. Do not carry tools in pockets.
6. Store tools properly when not in use.
7. Do not talk to other workers when using tools.

Power Tools

1. Make sure equipment is in good condition.
2. Know the correct way to operate tools and machines.
3. Never leave a machine that is running.
4. Never use hands or sticks to slow or stop power equipment.
5. Unplug tools and machines when not in use.
6. Do not talk with other workers while they are operating equipment.
7. Keep electrical cords in good repair.
8. Use properly rated extension cords.

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.03: Follow Safety Practices

OPERATIONAL UNIT 3.03A: Operate Equipment Safely

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Find out the safe and proper way to use power tools and machines?	☐
☐	2. Find out the safe and proper way to use hand tools?	☐
☐	3. Make a list of rules for safe use of all equipment?	☐
☐	4. Identify and get any protective equipment needed in your job?	☐
☐	5. Identify and avoid wearing unsafe clothing?	☐
☐	6. Practice using the tools and machines safely while under supervision?	☐
☐	7. Demonstrate safe operation of equipment on the job?	☐

Instructor_____

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.03: Follow Safety Practices

OPERATIONAL UNIT 3.03C: Identify and Demonstrate First-Aid Techniques

Performance Objective: *Given a set of emergency situations, the learner will be able to identify and demonstrate proper first aid techniques to the satisfaction of the instructor.*

STEP 1. Find out correct first-aid techniques.

a. Get a first-aid book from your instructor.

b. Read the techniques outlined in each course.

c. Watch a qualified person demonstrate to your class.

d. Practice the techniques. Work with other participants. Ask your instructor to help you.

STEP 2. Identify the correct emergency treatment in given situations.

a. Read the questions on Part 1 of Worksheet 3.03C.

b. Identify the correct emergency treatments. Circle the correct answers.

c. Check your answers with the key. It is on page 62.

STEP 3. Demonstrate proper first-aid techniques.

a. Read the situations listed on Part 2 of Worksheet 3.03C.

b. Role play the technique you would use in each situation. Ask your instructor to observe.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, rate yourself and take your worksheet to the instructor for evaluation. Your instructor will evaluate you and your role play demonstration and offer advice, if necessary.

WORKSHEET 3.03C

Part 1

Multiple choice: Circle the letter(s) that represent the best answer(s) to each question:

1. In case of poisoning, what is the best emergency procedure to follow? (Circle two.)

   a. Call physician or poison control center.
   b. Induce vomiting as soon as possible in all cases.
   c. Use antidote recommended on label of "poison" product.
   d. Make the victim drink fruit juice.

2. What emergency treatment would you offer to a person who is having a convulsion? (Circle one.)

   a. Place the person on a soft surface.
   b. Prevent the person from injuring him- or herself by removing any objects in his or her way.
   c. Hold the person's arms to keep him or her from thrashing.
   d. Hum a melody to soothe the person.

3. How would you treat a minor burn? (Circle one.)

   a. Call the doctor.
   b. Hold under cold running water or plunge into ice water.
   c. Wash well with soap and water.
   d. No treatment.

4. What is the emergency treatment for small cuts or scrapes? (Circle two.)

   a. Call the emergency squad immediately.
   b. Wash well with soap and water.
   c. Apply a sterile bandage.
   d. Apply petroleum jelly.

5. How would you treat an extensive or deep cut? (Circle two.)

   a. Seek medical help.
   b. Treat with an antiseptic.
   c. Apply pressure to wound to stop bleeding.
   d. Wash well with soap and water.

6. What is the emergency treatment for an earache? (Circle one.)

   a. Apply a warm wet cloth over the ear.
   b. Put eardrops in the ear.
   c. No treatment. Urge the person to seek medical care.
   d. Apply a cold wet cloth over the ear.

7. What is the emergency treatment for nosebleed? (Circle two.)

   a. Have person sit with head slightly forward to keep blood from trickling down the throat.
   b. Tilt head back so blood will not drip out of the nose.
   c. Firmly hold nostrils together over middle point of nose.
   d. Ask person to blow his or her nose.

8. What emergency treatment would you offer if you suspect a bone fracture? (Circle three.)

   a. Lower the injured area if pain is present.
   b. Do not move the victim.
   c. Use a sterile dressing to loosely cover the broken skin.
   d. Wash the area with soap and water.
   e. Notify a physician.

9. What is the emergency treatment for insect bites? (Circle three.)

   a. Apply alcohol to the area.
   b. Apply cold wet applications for a few minutes.
   c. Watch for allergic reactions, excessive swelling, or difficulty in breathing.
   d. Apply pressure over the bite area with your hand.

10. How would you treat a person who has exhibited nausea and vomiting? (Circle two.)

   a. Give the person a carbonated beverage.
   b. Have the person rest on cot with his or her head turned to the side.
   c. Give nothing by mouth.
   d. Involve the person in a conversation to take his or her attention from the illness.

11. What is the emergency treatment for an animal bite? (Circle two.)

    a. Wash the wound with soap and water.

    b. Spray the area with an antiseptic.

    c. Get the person to a doctor as soon as possible.

    d. Keep the person lying down.

12. What is the emergency treatment for a toothache? (Circle one.)

    a. Notify person to seek dental care.

    b. Have the person rinse his or her mouth with cold water.

    c. Place a cloth around the person's jaw and tie at the top of the head.

    d. Look in the person's mouth to see if you can detect a cavity.

Now . . .

Check your answers with the key on the back of this page.

45-a

Key:

1. a, c
2. b
3. b
4. b, c
5. a, c
6. c
7. a, c
8. b, c, e
9. a, b, c
10. b, c
11. a, c
12. a

Part 2

Ask a participant to play the role of the victim. Demonstrate how you would handle each emergency listed below.

1. A woman is choking on a piece of meat. It is lodged in her throat.

2. A child is lying on the playground crying. He has one leg bent in an unnatural position.

3. Smoke is coming out of a cabinet. You store cleaning and gardening supplies there.

4. A man is bitten on the arm by a dog. The owner lives in the neighborhood.

5. A toddler is sitting on the floor. She is holding an open and almost empty can of cleaning fluid.

6. A man is lying on the shop floor. His body is jerking uncontrollably.

7. A man has just received a shock. He was plugging a typewriter cord into an electrical outlet.

8. A worker falls on the job. She gets a deep cut on her leg.

Evaluation Checklist

COMPETENCY 3.0: PRACTICE GOOD WORK HABITS

TASK 3.03: Follow Safety Practices

OPERATIONAL UNIT 3.03C: Identify and Demonstrate First-Aid Techniques

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Find out correct Red Cross techniques?	☐
☐	2.	Identify the correct emergency treatment in given situations?	☐
☐	3.	Demonstrate proper first-aid techniques?	☐

Instructor_____